

On the Theory of Cultural Adaptation Model and Its Application in Chinese International Education

Yang Cai

Heilongjiang International University, Heilongjiang Harbin, 150000, China

Abstract: The acculturation model was proposed by the American scholar Schumann in the 1970s. It is a study of second language acquisition based on the rules of language learning. Based on the theory of cultural adaptation model, this article summarizes the enlightenment of cultural adaptation model in Chinese international education and teaching, and hopes to provide a reference for teaching Chinese as a foreign language.

Keywords: Cultural adaptation model; Chinese international education; Second language acquisition

Introduction

The acculturation model is an important concept in the establishment period of second language acquisition research. It studies the level of second language acquisition from the perspective of acculturation, and forms a distinct trend with the focus on second language acquisition from the perspective of linguistics at that time. Compared. Therefore, this article first defines the relevant concepts of the acculturation model theory, and introduces the application and enlightenment of acculturation model in Chinese international education.

1. Related research on cultural adaptation model theory

1.1 Social distance.

Mr. Wang Jianqin pointed out: "Social distance refers to the relationship between the second language learner group and the target language group, it affects the degree of contact between the second language learner and the target language group"^[1]. If the social distance between the two groups is close, it is conducive to the learner's second language acquisition. Social distance has the following eight elements:

(1) Social dominance. Social dominance refers to the relationship between the second language learner group and the target language group. The society's economic, political, cultural and other aspects are equal, including the "dominant Position", "subordinate status" and "equal status". If the two societies are in an "equal position", it is conducive to the learner's second language acquisition, and if one party is in a "subordinate position" or "dominant position", it is not conducive to the learner's language.

(2) Integration pattern. The integration pattern means that the second language acquisition group is facing the target language group society. Attitudes and strategies held by cultural backgrounds, specifically including "assimilation strategy", "retention strategy" and "adaptation strategy".

(3) Enclosure. The degree of closure refers to the degree of contact between the second language learner group and the target language group in terms of social facilities, work, etc. If the second language learner has a long contact with the target language group and the degree of closure is low, the more conducive to language input, the faster the learner's language acquisition. Conversely, if there is less contact, the degree of closure will be higher, which is not conducive to the learner's language input.

(4) Group size. Group size refers to the size of the group of second language learners. That is, the number of people in groups with a common cultural background, language, etc. If the internal membership is large, the learner's pressure to "survive" is not great, which is not conducive to second language acquisition and the acquisition effect is poor. On the contrary, if the internal members are small, there are few opportunities for learners to communicate together, and under the pressure of "survival", learners will contact with the target language group is conducive to second language acquisition.

(5) Congruence or similarity of culture. It refers to the same purpose in the cultural background of the second language acquisition group. The degree of similarity between the language groups. The higher the cultural similarity between the two groups and the smaller the social distance, the better it is for learners to acquire a second language. On the contrary, if the culture similarity is not high, and the greater the social distance, the poorer the learner's second language acquisition effect.

(6) Attitude. Attitude refers to the second language learner group's attitude towards the target language group attitude. If learners treat the target language group with a welcoming attitude and are willing to adapt to the life of the target language group, then the effect of second language acquisition will be very good. On the contrary, if the learner has a bad attitude towards the target language

group and is unwilling to contact the target language group, it is not conducive to second language acquisition.

1.2 Psychological distance

Psychological distance refers to the mental impact of learners in learning a second language. "Including anxiety caused by language barriers, fear and tension caused by cultural shocks, motivation, self-esteem, etc." [2] The psychological distance specifically includes the following four aspects:

(1) Language shock. Refers to the fear that a learner generates when using a second language. Learners are unwilling to speak when learning a second language due to factors such as personality or language level. This difficulty impacts their confidence in learning, which creates a vicious circle and leads to language shock.

(2) Cultural shock. "Because the familiar cultural rules in the past are no longer applicable in the new environment, and the new cultural model is not a shelter but a place for risks for strangers" [3]. When learners are exposed to a new environment, they lose their familiar social communication symbols and produce a sense of anxiety.

(3) Learning motivation. Learning motivation refers to the supporting motivation for second language learners to learn the target language. [4] Mainly divided into internal "fusion motivation" and external "instrumental motivation".

(4) Permeability of language boundaries. Language boundary penetration refers to whether second language learners can maintain an open attitude and a proactive mentality when facing the target language to open the language barrier and accept language input. [5]

2. The application and enlightenment of cultural adaptation model in Chinese international education

2.1 The application and enlightenment of social distance in Chinese international education

2.1.1 Social dominance and integration

Schumann's social dominance theory is mainly reflected in the differences in macro-political and economic aspects. The author believes that in the teaching process, teachers should always treat students with an equal attitude, insist on taking students as the leading position, actively interact with students, and resolutely reject the "one-talk" teaching method. Teachers should also be cautious in their professional fields and teaching should be flexible.

The combination method is the attitude and strategy of the learner group towards the social culture of the target language group. [6] Specific to the teaching of Chinese as a foreign language, it is the integration of second language learners into classroom learning. If learners are not enthusiastic about class participation, similar to the "retention strategy" in the combination method, then this is not conducive to learners' Chinese learning. Teachers must innovate teaching methods in teaching to increase students' interest in learning. Teachers should actively give play to the "assimilation strategy" and "adaptation strategy" of students' learning, so that students can absorb learning motivation in the atmosphere of experiencing Chinese culture.

2.1.2 Degree of closure and cohesion

When the degree of closure is applied to specific Chinese teaching, teachers should create an all-round, multi-level, and wide-ranging teaching environment for learners. Teaching can not only be limited to offline teaching in the classroom, but can also be used for language teaching through watching movies and videos, playing Chinese music, organizing Chinese cultural festivals, conducting class debates, speeches, and skills competitions. [7]

Cohesion is specific to the teaching of Chinese as a second language, and teachers must maintain the circulation of students in the class. The teacher can divide the class group into groups, and when selecting the group list, they can take the form of numbering, and the people with the same serial number are a group. This will disrupt the cohesion within the learner group and promote them to learn Chinese better.

2.1.3 Group size and cultural similarity

The group size is specific to the Chinese language class. For students from different countries and different cultural backgrounds, teachers can also choose the sort number to divide the group size into groups. If the students are from the same country, in addition to sub-groups, teachers should encourage students to communicate in the target language, use a variety of teaching methods, and allow students to participate more in the Chinese classroom.

Cultural similarity means that in Chinese teaching, teachers will face students from different countries and different cultural backgrounds, how to grasp the greatest common factor between the culture of the second language learner group and the target language group, and improve the learners' cultural adaptability. The author believes that for students from different cultural circles, it is necessary to combine the reality of our country and prescribe the right medicine in Chinese teaching. For example, for students from the "Chinese character cultural circle" such as South Korea, Japan, and Vietnam, we will be relatively easy in cultural teaching, and we can conduct a large amount of cultural teaching. For students from Central Asia who believe in Islam, teachers can learn about the cultural knowledge of ethnic minorities with which our country has a common belief, and combine practical explanations of ethnic minority cultural knowledge in cultural teaching, so as to enhance the cultural intimacy of international students in China, and at the same time It can also improve their comprehensive understanding of Chinese culture.

2.1.4 Attitude

In Chinese teaching, attitudes are expressed as opinions between teachers and students. If the relationship between teachers and students is tense, not caring about each other, and negating each other, then the learner's second language acquisition effect will be poor. Therefore, as a teacher who teaches and solves puzzles, teachers must be patient with students, care about and encourage students, and actively give feedback to students' growth and progress.

2.2 The application and enlightenment of psychological distance in Chinese international education

2.2.1 Language shock and cultural shock

In response to language shock, teachers should actively encourage students to speak, and innovate teaching methods, such as role-playing and other dramatic methods to increase students' interest in learning. Teachers should also pay attention to the psychological growth of learners. For students who dare not speak Chinese, teachers should give them a certain growth space, be patient, and promptly encourage them when they find progress.

Cultural shock is a kind of anxiety that a learner produces when facing the social culture of the target language group. The learner finds that he is incompatible with the surrounding environment, which leads to a sense of loss in his heart. When facing this learner, teachers should actively guide them to develop in the direction of finding cultural commonalities. For example, guide them to compare traditional festivals, architectural styles, eating habits, religious beliefs, clothing culture, etc. and adapt to the target language culture while looking for cultural commonalities. Another important reason for some people's cultural shock is prejudice thinking. Teachers must first start from themselves, respect the culture of other countries, and treat related matters objectively and impartially. Guide students to be objective, fair and unique. People who have the ability to think must actively promote positive things.

2.2.2 Learning motivation and language boundary penetration

In terms of second language acquisition, it is generally believed that fusion motivation is better than instrumental motivation. When teaching Chinese, teachers should consciously cultivate students' fusion motivation for learning Chinese. The Chinese culture is extensive and profound, and has a long history. Teachers must actively use new media technologies, such as Douyin, Kuaishou and other video software. A variety of teaching methods should be used, such as the use of media such as film and television dramas, songs, and literary masterpieces to spread Chinese culture. Comparing cultural commonalities in communication, on the one hand, can attract the participation of learners, on the other hand, it is conducive to the Chinese culture to go deeper into the hearts of learners.

3. Conclusion

In terms of language boundary penetration, when teachers are teaching Chinese, they should pay attention to students' sense of cooperation in the early stages of teaching. Language boundaries basically do not exist in the early stages of language acquisition. Teachers cultivate students' sense of cooperation at the beginning, which is beneficial to students. When the language is in a state of saturation, get out of the predicament through cooperation and communication with others, realize self-infiltration, and improve the level of second language acquisition.

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